**Lesson 1: “What do you think evolution is?”/History of Evolution**

**Overview:**

In this lesson I will provide students with the basics of what evolution is and who the prominent historical figures were that had an impact on the theory. I will open with a discussion of what the students’ preconceived notions are about evolution. Next I will transition into a structured group note taking session about Darwin and Lamarck. The class closing will be working on a worksheet that should be able to be completed based on the notes that the students took in class.

**Objectives:**

Students will be able to:

* Explain who Darwin is and why he is important
* Explain who Lamarck is and why he is important
* Effectively utilize a “Main Idea and Details” graphic organizer to obtain the notes about the basic principles of evolution in the chapter.
* Effectively utilize a “Box and T” graphic organizer to compare and contrast Darwin and Lamarck
* Complete a closing worksheet based on the notes from the textbook.

**Opening:**

To open up the evolution unit I will pose the question of “What do you think evolution is?” This question will be up on the board when the students walk in and will be used as an *entrance slip*. Students will be given about 10 minutes to write what they think evolution is on their paper. We will discuss the students responses and they will have the opportunity to come up to the front of the class and write their ideas on a poster board. This poster board will remain at the front of the class for the remainder of the unit.

**Body:**

Students will be allowed to work in the groups that they normally sit in to complete a note taking guide graphic organizer. They will use their Prentice Hall Biology textbook and a “Box and T” chart to compare and contrast Darwin’s evolutionary theory and Lamarck’s evolutionary theory. (They already know what this graphic organizer is and can draw it in their notebook). They will also draw a second graphic organizer outline. This one will be a “Main idea and Details” one. It is essentially a table with the main ideas on the left and the details of each main idea on the right. (Again, they already have the prior knowledge of how to make this organizer too.) The chapter is long so they will have to divide and conquer to get the notes done during the class period. (They’re honors students. I have faith that they can manage this on their own).

**Closing:**

Once the notes are completed the student will be given a summary worksheet from the worksheet book that accompanies the text. They will still be allowed to work together and use their graphic organizer and the textbook. The idea of using the worksheet as a closing activity instead of the primary activity with the note taking guide is so that the students can essentially use it as a check to see how effective their note taking skills on the topic were. Depending on the timing students will be allowed to either complete the worksheet for homework or hand it in as an *exit slip* at the end of class. I will let them know this with 2 minutes remaining depending on how far the group as a whole gets.

\*Attach: Worksheet from “Reading and Study Workbook A” (169-170, 171-172)